DOCUMENT RESUME

ED 416 127 SO 027 626

AUTHOR Johnson, Diane Nagel; Adomanis, James F.

TITLE High School Core Learning Goals: Social Studies.

INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE 1996-09-00
NOTE 53p.
AVAILABLE FROM Maryland State Department of Education, 200 W. Baltimore St., Baltimore, MD 21202, telephone: 410-767-0351.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; High Schools; Political Science; *Social Studies; State Curriculum Guides; State Departments of Education; *State Standards; *United States Government (Course); *United States History; *World History
IDENTIFIERS Goals 2000; *Maryland

ABSTRACT

This document presents recommendations of the Social Studies Content Team appointed by the State Superintendent of Schools of Maryland to define core learning goals in government, U.S. History, and world History. The learning goals are to serve as the basis of high school assessment. To obtain a high school diploma in Maryland, students will have to demonstrate proficiency in each of these subjects, as well as in the disciplines of science, mathematics, and English. The goals connect with the "Goals 2000" reform at the national level and adapt the national standards in civics and government and history to the framework of curricula in Maryland schools. Besides identifying goals in the content areas, information is presented in the context of high school assessment, the format of the learning goals, and the context of the social studies learning goals. The appendices offer a correlation chart on the relationship of the social studies core learning goals to skills for success and a listing of the membership of the Social Studies Content Team. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 127

HIGH SCHOOL CORE LEARNING GOALS: SOCIAL STUDIES

MARYLAND STATE DEPARTMENT OF EDUCATION

BALTIMORE, MARYLAND

SO 027 626

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

DIANE N. JOHNSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

SOCIAL STUDIES

MARYLAND SCHOOL PERFORMANCE PROGRAM

HIGH SCHOOL CORE LEARNING GOALS

Core Learning Goals in Government, U. S. History, and World History for:

- ❑ ***Political Systems***
- ❑ ***Peoples of the Nation and World***
- ❑ ***Geography***
- ❑ ***Economics***

September 1996

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Maryland State Department of
EDUCATION

Schools for Success

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street
Baltimore, Maryland 21201
Phone (410) 767-0100
TTY/TDD (410) 333-6442

STANDARDS FOR TEACHING GOVERNMENT AND HISTORY IN MARYLAND

Each Maryland teacher experiences the thrill of touching the future through our students. We have the privilege and responsibility to work with Maryland's children and youth in helping them to prepare for life in the 21st century. Resting on the twin pillars of equity and excellence for all children and youth, the Maryland State Department of Education is committed to providing curricular and instructional guidance and assistance to each local education agency and, through the agency, to the teachers. The Maryland School Performance Program is intended to provide direction, guidance, and assistance across the state.

The Maryland School Performance Program began in 1989 in response to the report of the Governor's Commission on School Performance. The program includes a major strategy designed to improve educational opportunity and achievement by each student enrolled in Maryland's public schools. The high school assessment represents the final stage of the Maryland School Performance Assessment Program, which began with State-level performance assessments in grades 3, 5, and 8 in social studies, science, mathematics, reading, and language arts.

This document represents recommendations of the Social Studies Content Team, appointed by the State Superintendent of Schools, to define Core Learning Goals in Government, United States History, and World History that will serve as the basis of the high school assessment. To obtain a high school diploma, students will have to demonstrate proficiency in each of these subjects, as well as on other tests in the disciplines of science, mathematics, and English. These standards also connect with the Goals 2000 reform at the national level and adapt the national standards in civics and government and in history to the framework of curricula in Maryland schools.

The recommendations were prepared by a representative group of educators recognized for their leadership in the field of social studies. The Core Learning Goals contain the essential skills and knowledge that should be expected of Maryland high school students as they prepare for life in the 21st century. The Introduction/ Rationale at the front of each section explains the purpose in greater detail.

Washington, DC, October 1996

Dr. Diane Nagel Johnson
410-767-0351 phone
410-333-2379 fax

Dr. James F. Adomanis

HIGH SCHOOL ASSESSMENT
SOCIAL STUDIES
CORE LEARNING GOALS

CONTENTS

Preface iii

Context of the High School Assessment v

Learning Goals Format vi

Social Studies Core Learning Goals vii

Context of the Social Studies Core Learning Goals viii

Government

- Introduction/Rationale 1
- Goal 1: Political Systems 3
- Goal 2: Peoples of the Nation and World 7
- Goal 3: Geography 9
- Goal 4: Economics 11

U. S. History

- Introduction/Rationale 12
- Goal 1: Political Systems 14
- Goal 2: Peoples of the Nation and World 18
- Goal 3: Geography 21
- Goal 4: Economics 24

World History

- Introduction/Rationale 26
- Goal 1: Political Systems 28
- Goal 2: Peoples of the Nation and World 30
- Goal 3: Geography 34
- Goal 4: Economics 37

Appendices:

A - Relationship of Social Studies Core Learning Goals to Skills for Success 39

B - Social Studies Content Team Membership List 41

socstds.clg
September 1996

PREFACE

Each Maryland teacher experiences the thrill of touching the future through our students. We have the privilege and responsibility to work with Maryland's children and youth in helping them to prepare for life in the 21st century. Resting on the twin pillars of equity and excellence for all children and youth, the Maryland State Department of Education is committed to providing curricular and instructional guidance and assistance to each local education agency and, through the agency, to the teachers. The Maryland School Performance Program is intended to provide direction, guidance, and assistance across the state.

The Maryland School Performance Program began in 1989 in response to the report of the Governor's Commission on School Performance. The program includes a major strategy designed to improve educational opportunity and achievement by each student enrolled in Maryland's public schools. The high school assessment represents the final stage of the Maryland School Performance Assessment Program, which began with State-level assessments in grades 3, 5, and 8.

This document represents the recommendations for one of five content teams, appointed by the State Superintendent of Schools, to define Core Learning Goals that will serve as the basis of the assessment. This work is a direct outgrowth of the State Board of Education's Performance-Based Graduation Requirements Task Force.

The recommendations were prepared by a representative group of educators recognized for their leadership in the fields of English, mathematics, social studies, and science. The Skills for Success component represents a cooperative effort between leading educators and the Maryland Business Roundtable. The Core Learning Goals contain the essential skills and knowledge that should be expected of Maryland high school students as they prepare for life in the 21st century.

It is important to note that the Core Learning Goals for Skills for Success are intended to be part of each of the other four content areas. As such, they will not be assessed by their own tests, but rather each of the content area tests to the extent possible. Hence, you will notice that each of the documents has a section related to Skills for Success. Also, we believe that all school staff, not just those who are teaching English, mathematics, social studies, and science, are responsible for Skills for Success. The graphic on page v is intended to show the relationship between and among content areas and Skills for Success.

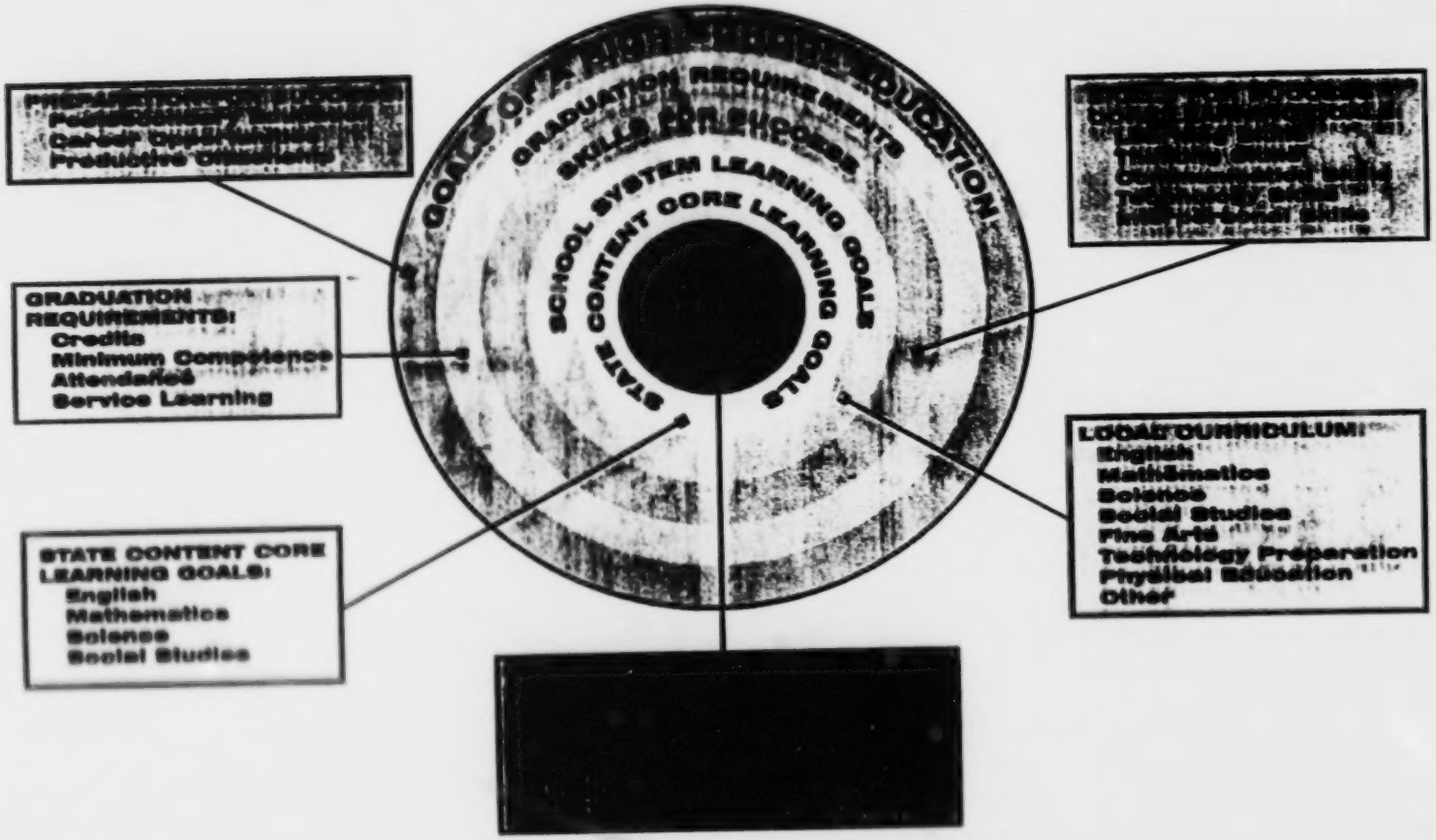
The content area information is provided as material representing the best thinking of the content teams after public consideration by educators and the public at large. The Content Team membership list is included as an appendix. Individuals and organizations may feel free and are encouraged to duplicate and disseminate the document as appropriate.

socstds.clg
September 1996

The State Board of Education has approved the Core Learning Goals in each of the five areas to be used as the basis for test design. These approved goals are subject to minor edits for clarification purposes as test design proceeds.

Thank you in advance for your interest and willingness to aid in the development of high-quality expectations for Maryland school students prior to graduation. Please feel free to contact the office of the Director of High School Assessment at 410-767-0371 if you have questions or need additional information.

CONTEXT OF THE HIGH SCHOOL ASSESSMENT



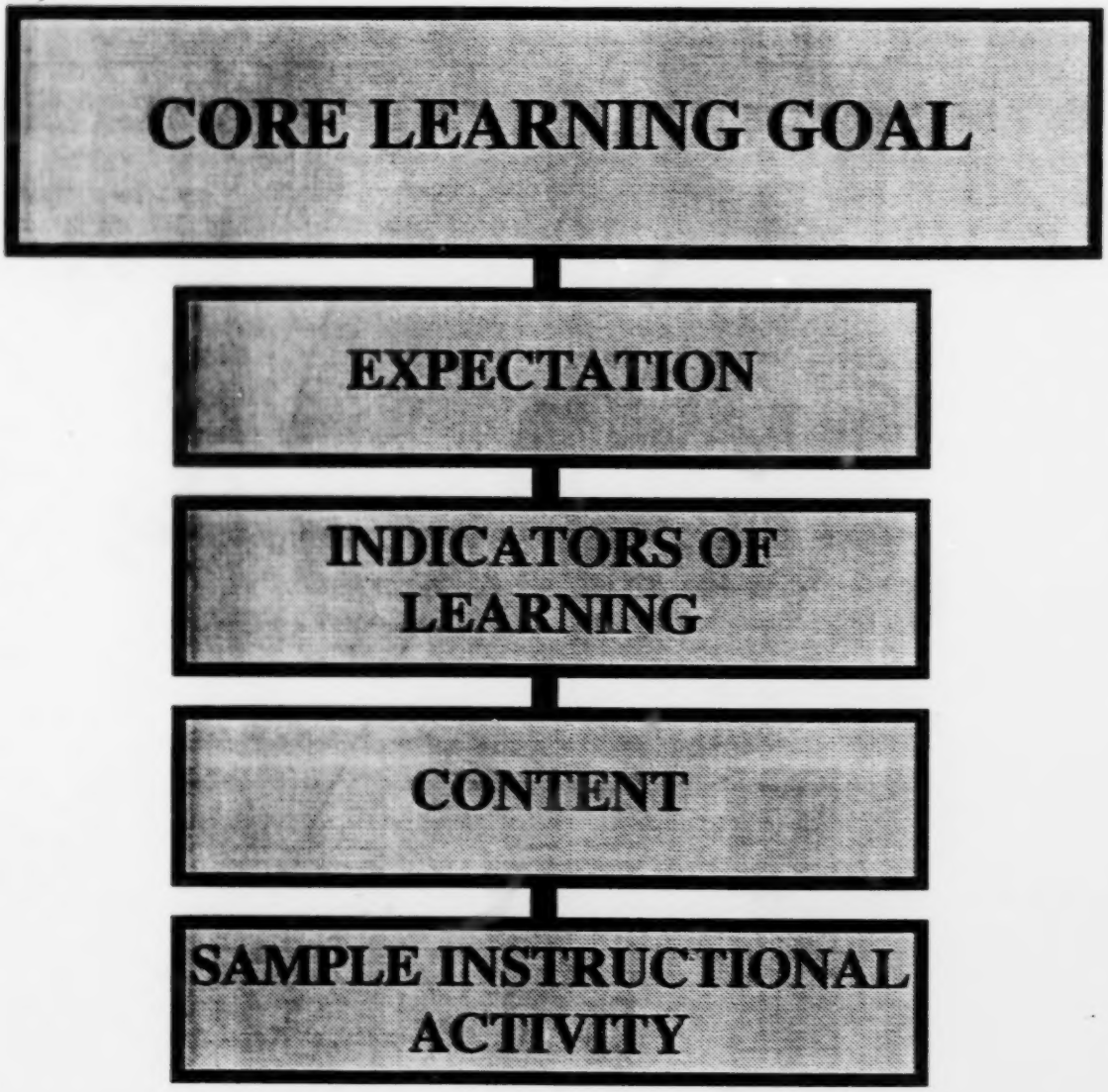
contxt4x1.cdr

scontds.clg
September 1996

BEST COPY AVAILABLE

BEST COPY AVAILABLE

HIGH SCHOOL ASSESSMENT
CORE LEARNING GOALS FORMAT
SOCIAL STUDIES



BEST COPY AVAILABLE

SOCIAL STUDIES
CORE LEARNING GOALS

GOAL 1: POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

GOAL 4: ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

SOCIAL STUDIES
CORE LEARNING GOALS

soccolor.cdr

GOVERNMENT

Introduction/Rationale

The Core Learning Goals for Social Studies include four core learnings from the Maryland School Performance Outcomes for Social Studies: Political Systems, Peoples of the Nation and World, Geography, and Economics. The expectations reflect a blend of the Maryland Social Studies Outcomes (1990) and the National Standards in History (1994), Civics and Government (1994), Geography (1994), Economics (1994), and Social Studies (1994).

The four core learning goal statements—Political Systems, Peoples of the Nation and World, Geography, and Economics—are goals for the entire social studies program, K-12. They are not specific to a particular social studies course or grade-level social studies curriculum. Each social studies course presents a part of the whole goal statement appropriate to its objectives.

The goals, expectations, and indicators take into consideration the importance of civic education which is necessary to be an informed, involved citizen who understands and supports democratic principles, institutions, and processes. The expectations and indicators also focus on the relationship between United States history, politics, and government and world history, politics, and government.

Students should be able to demonstrate an understanding of the fundamental concepts and processes of the social scientist associated with the four Core Learning Goals:

- The concepts of authority, power, and influence provide the mental scaffolding for organizing thinking in political systems, allowing students to determine who holds power, how power is gained, used, and justified, and how authority is created, structured, maintained, and changed;

- Chronology provides the mental scaffolding for organizing historical thought, allowing students to organize knowledge, contributions, and events related to peoples and nations in a meaningful sequence;

- The understanding of the spatial dimensions of human experience allows students to determine where things are, how they are arranged, why they are in particular locations, and how people, places, and the environment relate to each other; and

GOVERNMENT

- The concept of scarcity provides the mental scaffolding which allows students to analyze economic decisions made by individuals and groups in both the private and public sectors throughout history.

Each of the three courses (Government, United States History, and World History) integrates the concepts and processes associated with these four social science disciplines. Embedded in the social studies expectations and indicators of learning are requirements that students, individually and as part of a group, demonstrate skills found in the Skills for Success document—learning, thinking, communication, technology, and interpersonal skills. Students should demonstrate the ability to use print and nonprint primary and secondary sources to acquire, interpret, and organize information and data. Students should also be able to compare points of view and apply multiple perspectives to negotiate and reach consensus with others as needed to facilitate responsible decision-making, problem-solving, and issues analysis to understand complex ideas and to generate new ideas. Real-world applications constitute an essential component of these skills and processes. As in all areas of study, students in social studies should be able to demonstrate the ability to read, write, and communicate effectively.

The Core Learning Goals, including expectations, indicators, and content, form the core of the curriculum for the required courses in Government, United States History, and World History. For all three courses, it is assumed that local school systems and individual schools will add to indicators and content as they deem appropriate.

GOVERNMENT

GOAL 1 - POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

1. *Expectation: The student will demonstrate understanding of the structure and functions of government and politics in the United States.*

   A. **Indicators of Learning**

      (1) The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations.

      (2) The student will evaluate the degree to which principles of government assist or impede the functioning of government and protect rights of individuals and groups.

      (3) The student will evaluate roles and policies the United States government has assumed regarding public issues.

      (4) The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.

   B. **Content. To achieve these indicators, appropriate content includes:**

      (1) Declaration of Independence.

      (2) United States Constitution including the Bill of Rights and other amendments.

      (3) Democratic concepts: limited government, rule of law, representative democracy, individual rights and responsibilities.

      (4) Concepts of federalism, checks and balances, separation of powers, and judicial review.

      (5) Federal, state, and local government: structure, powers, concerns.

BEST COPY AVAILABLE

(6) Political parties and interest groups.

(7) Role and responsibilities of citizens.

(8) Impact of media on public opinion and behavior of the electorate.

(9) Selection of leaders and the electoral process.

C. **Sample Instructional Activity: Student Service Learning Project**

The student will be assigned a service learning project for which he or she will be placed into one of two classroom groups. Each group will identify, research, evaluate, and propose a policy position on a current national, state, or local issue. The project will require the completion of a community profile, data based research, public opinion polls, monitoring current government activity on the topic, exploration of all sides of the issue, recommendation of a solution, and presentation of research and resolution to appropriate government officials for response.

2. ***Expectation: The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.***

A. **Indicators of Learning**

(1) The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society.

(2) The student will evaluate the responsiveness of government in achieving the ideal, "Equal Justice Under Law" during specific periods of United States history.

(3) The student will analyze legislation designed to protect the rights of individuals and groups and promote equity in American society.

(4) The student will evaluate the impact of presidential decisions which have affected the rights of individuals and groups in American society.

(5) The student will evaluate examples of government actions to maintain order and safety of citizens.

(6) The student will analyze underlying principles of common law and procedural and substantive due process.

(7) The student will compare and contrast elements, proceedings, and decisions related to criminal and civil law.

B. **Content. To achieve these indicators, appropriate content includes:**

(1) Landmark Supreme Court decisions.

(2) Presidential use of power and executive order to protect or deny civil rights.

(3) Presidential use of power to maintain order and safety.

(4) Legislation which addresses minority rights and treatment, such as civil rights acts, affirmative action legislation, Indian reservation policies, and immigration policies.

(5) Purposes of civil law.

(6) Purposes of criminal law.

C. **Sample Instructional Activities**

(1) Analysis of the 14th Amendment to the United States Constitution

The student will analyze the implications and applications of the 14th amendment, focusing on "due process" and "equal protection." The student will analyze the Bill of Rights to identify topics extended by the 14th amendment. Based on the findings, the student will evaluate selected United States Supreme Court cases and their application of "due process" and "equal protection." Evaluations will reflect competing interests such as conviction of criminals, rights of the accused, victims' rights, government intrusion, or maintaining order. Supreme Court cases could include *Tinker v. Des Moines School District, Gideon v. Wainwright, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Board of Education, and others.*

(2) Mock Trial Activity

Students will be assigned roles as attorneys or witnesses and participate in direct and cross examinations in a trial simulation. The simulation should be based upon an historical or recent case. Students will research the essential facts of the case, relevant law, and procedural approaches. The instructor or community resource person will serve as a judge; other students will serve as jurors. Upon completion of the simulation, students will compare their experiences with the actual outcome of the case.

GOVERNMENT

GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

1. ***Expectation:*** ***The student will evaluate the interdependent relationship of United States politics and government to world affairs.***

   A. Indicators of Learning

      (1) The student will analyze the effect of networks that link nations to United States economic, political, social, and foreign policy.

      (2) The student will evaluate the effectiveness of international alliances from the perspective of the United States.

   B. **Content. To achieve these indicators, appropriate content includes:**

      (1) Policies of United States government which promote or fail to promote economic and cultural ties with other countries.

      (2) Role of United States in international alliances including the United Nations.

      (3) Contemporary concerns and goals which affect international relationships.

   C. **Sample Instructional Activity: Prepare Presentation on United States Commitment to Policies of the United Nations**

      The student will collect and organize data from appropriate agencies, such as the United States Congress, United States Department of State, United States Department of Defense, and other print sources. The student will use the data to create a flow chart or other visual organizer to brief their classmates on the levels of United States troop commitments needed to carry out the policies of the United Nations.

BEST COPY AVAILABLE

GOVERNMENT

2. ***Expectation:*** ***The student will compare and evaluate the effectiveness of the United States system of government and various other national and international political systems.***

A. **Indicators of Learning**

(1) The student will analyze advantages and disadvantages of various types of governments throughout the world.

(2) The student will analyze the impact of the issues of national sovereignty, self-determination, and human rights on international organizations and relationships.

B. **Content. To achieve these indicators, appropriate content includes:**

(1) Types of democratic and authoritarian political systems.

(2) Constitutional federal structures: confederation, federal, unitary.

(3) Historical and recent international political issues

C. **Sample Instructional Activity: Relating Political Systems, Human Rights, and Current Issues**

The student will review international human rights documents, such as the United Nations Declaration of Human Rights. The student will also review human rights issues in nations with different political systems. The student will then develop hypotheses on the relationship between patterns of action on human rights issues and systems of government.

GOVERNMENT

GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

1. ***Expectation:*** ***The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.***

   A. **Indicators of Learning**

      (1) The student will explain the influence of demographic changes on government policies.

      (2) The student will evaluate the role of government in addressing land use and other environmental issues.

      (3) The student will analyze the roles and relationships of regions on the formation and implementation of government policy.

   B. **Content. To achieve these indicators, appropriate content includes:**

      (1) Influence of demographic factors on voting patterns.

      (2) Influence of demographic factors on government funding decisions.

      (3) International, national, and state regional interests that may shape government policy.

C. **Sample Instructional Activity: Comparing Policies and Problems Resulting from Population Shifts**

The student will be assigned to one of four groups. Each group will examine migration patterns in one state, such as Florida, Maryland, Arizona, or Michigan, over the past twenty years and the federal and state government responses to this human movement. The group will create a map for the state they research, using the most recent census data, newspaper/magazine articles, and other information, to illustrate the places of origin and settlement

for migrants. The group will also create charts or diagrams that identify the factors contributing to opportunities and problems resulting from these movements, such as jobs, housing, health care, and education. The group will then exchange information with other groups and compare problems and policies related to the four states.

GOVERNMENT

GOAL 4 - ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

1. ***Expectation**: The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.*

   A. **Indicators of Learning**

      (1) The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic growth.

      (2) The student will utilize the principles of economic costs, benefits, and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals.

      (3) The student will examine regulatory agencies and their social, economic, and political impact on the United States.

   B. **Content**. **To achieve these indicators, appropriate content includes:**

      (1) Institutions and tools of monetary and fiscal policy.

      (2) Competing socio-economic goals such as equity, security, productivity, national defense, environmental protection, and educational quality.

      (3) Impact of regulation and deregulation of industries.

   C. **Sample Instructional Activity: Evaluation of Government Economic Policies**

      The student will identify a contemporary measure taken by the federal government to provide economic security for United States citizens, such as Social Security, FDIC, Medicare, Wagner Act, etc. The student will develop and apply a set of criteria to evaluate whether the policy or action is effective and efficient in providing economic security. The student will present the conclusions to classmates, using visual/oral/written format.

BEST COPY AVAILABLE

UNITED STATES HISTORY

Introduction/Rationale

The Core Learning Goals for Social Studies include four core learnings from the Maryland School Performance Outcomes for Social Studies: Political Systems, Peoples of the Nation and World, Geography, and Economics. The expectations reflect a blend of the Maryland Social Studies Outcomes (1990) and the National Standards in History (1994), Civics and Government (1994), Geography (1994), Economics (1994), and Social Studies (1994).

The four core learning goal statements—Political Systems, Peoples of the Nation and World, Geography, and Economics—are goals for the entire social studies program, K-12. They are not specific to a particular social studies course or grade-level social studies curriculum. Each social studies course presents a part of the whole goal statement appropriate to its objectives.

The goals, expectations, and indicators take into consideration the importance of civic education which is necessary to be an informed, involved citizen who understands and supports democratic principles, institutions, and processes. The expectations and indicators also focus on the relationship between United States history, politics, and government and world history, politics, and government.

Students should be able to demonstrate an understanding of the fundamental concepts and processes of the social scientist associated with the four Core Learning Goals:

- The concepts of authority, power, and influence provide the mental scaffolding for organizing thinking in political systems, allowing students to determine who holds power, how power is gained, used, and justified, and how authority is created, structured, maintained, and changed;

- Chronology provides the mental scaffolding for organizing historical thought, allowing students to organize knowledge, contributions, and events related to peoples and nations in a meaningful sequence;

- The understanding of the spatial dimensions of human experience allows students to determine where things are, how they are arranged, why they are in particular locations, and how people, places, and the environment relate to each other; and

- The concept of scarcity provides the mental scaffolding which allows students to analyze economic decisions made by individuals and groups in both the private and public sectors throughout history.

Each of the three courses (Government, United States History, and World History) integrates the concepts and processes associated with these four social science disciplines. Embedded in the social studies expectations and indicators of learning are requirements that students, individually and as part of a group, demonstrate skills found in the Skills for Success document—learning, thinking, communication, technology, and interpersonal skills. Students should demonstrate the ability to use print and nonprint primary and secondary sources to acquire, interpret, and organize information and data. Students should also be able to compare points of view and apply multiple perspectives to negotiate and reach consensus with others as needed to facilitate responsible decision-making, problem-solving, and issues analysis to understand complex ideas and to generate new ideas. Real-world applications constitute an essential component of these skills and processes. As in all areas of study, students in social studies should be able to demonstrate the ability to read, write, and communicate effectively.

The Core Learning Goals, including expectations, indicators, and content, form the core of the curriculum for the required courses in Government, United States History, and World History. For all three courses, it is assumed that local school systems and individual schools will add to indicators and content as they deem appropriate.

UNITED STATES HISTORY

GOAL 1 - POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

1. *Expectation: The student will analyze the origins and development of the United States political system from the late 18th century to the present.*

   A. Indicators of Learning

      (1) The student will analyze the Declaration of Independence as a document that shaped the political philosophy of the United States.

      (2) The student will analyze the evolution of United States representative democracy since the writing and ratification of the Constitution and the Bill of Rights.

      (3) The student will examine the development of the broadening of the political base in the 19th century.

      (4) The student will analyze the causes of constitutional amendments during the era of the Civil War and Reconstruction.

      (5) The student will analyze how the Progressive Movement influenced government changes at the local, state, and federal levels.

      (6) The student will explain how the New Deal changed government response to political, economic, and social needs.

      (7) The student will evaluate the Great Society as an experiment in the increased federal role in society.

      (8) The student will evaluate the impact of presidential decisions affecting rights of individuals and groups in United States society.

BEST COPY AVAILABLE

UNITED STATES HISTORY

B. Content. To achieve these indicators, appropriate content includes:

(1) Supreme Court cases that significantly reflect or influenced change in society: *Marbury v. Madison, Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona.*

(2) Issue of states' rights vs. federal power during specific periods in United States history.

(3) Emancipation Proclamation and Civil War amendments to the Constitution (13th, 14th, 15th amendments).

(4) Historical development of the political party system, including the role of third parties.

(5) Influence of the Progressive Movement on federal, state, and local governments.

(6) Relationship of the three branches of government during the New Deal.

(7) Creation of New Deal government agencies as response to political, economic, and social needs.

(8) Role of the federal government as a change agent during the Great Society.

(9) Presidential decrees or executive orders affecting particular groups: Jackson's removal of Cherokees, Lincoln's suppression of *writ of habeas corpus*, Franklin Roosevelt's executive order to place Japanese-Americans in internment camps, Truman's integration of the armed forces, Eisenhower's executive order at Little Rock.

C. Sample Instructional Activity: Great Depression

Using technology, the student will research the political and economic causes of the Great Depression and government response under the New Deal. The student will develop an essay on the integrated nature of government political and economic response.

UNITED STATES HISTORY

2. ***Expectation**: The student will analyze political change related to intellectual, social, and economic conditions during major historical periods.*

A. **Indicators of Learning**

(1) The student will trace the evolution of the labor movement and its impact on society.

(2) The student will assess the impact of market theory of economics on government policy.

(3) The student will trace the role of the women's movement and its effect on social reforms and political changes in the United States.

(4) The student will analyze legislation designed to protect rights of individuals and groups and promote equity in United States society.

(5) The student will compare Uunited States immigration policies in the 19th and 20th centuries.

(6) The student will analyze the influence of literary and social movements on political change.

B. **Content**

(1) Attempted resolution of government/Native American conflicts through treaties and other legislation.

(2) Organized labor movement in the United States.

(3) Suffrage movement and voting rights legislation.

(4) Civil rights legislation.

(5) Influence of social reform movements on United States society.

(6) Government response to economic and social conditions during the Great Depression.

(7) Influence of majority and minority groups on political change.

(8) Immigration policies in the 19th and 20th centuries.

(9) Muckrakers.

(10) African American social/political movements: National Association for the Advancement of Colored People (NAACP), Universal Negro Improvement Association (UNIA).

C. **Sample Instructional Activity: Immigration**

The student will conduct an oral history interview of a recent immigrant to the United States and compare that experience to selected immigrant experiences in the 1890s, 1920s, or 1950s. The student will use appropriate available technology to conduct research. The student will create a visual presentation of the findings.

BEST COPY AVAILABLE

UNITED STATES HISTORY

GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

1. ***Expectation**: The student will examine how interactions among individuals and groups from various ethnic, racial, and religious backgrounds influenced the development of the United States.*

   A. **Indicators of Learning**

      (1) The student will analyze the impact of immigration and settlement patterns of ethnic and racial groups on 19th and 20th century United States society.

      (2) The student will analyze the effect of participation in war efforts by various groups.

      (3) The student will analyze the commonality and diversity of peoples of the United States throughout its history.

   B. **Content. To achieve these indicators, appropriate content includes:**

      (1) Clashes between settlers and Native Americans over land use and ownership.

      (2) 19th century immigration from Germany, Ireland, China, and other countries and their settlement patterns.

      (3) 20th century immigration: origins and settlement patterns.

      (4) 19th and 20th century migrations within the United States.

      (5) Ethnic, racial, and gender group contributions: language, customs, literature, music, art, science, politics.

      (6) Citizen participation in wartime efforts.

BEST COPY AVAILABLE

C. **Sample Instructional Activity: Issues of the 1920s**

The student will identify the major events and issues of the 1920s such as the Harlem Renaissance, the Scopes trial, immigration, and Prohibition, that influenced various ethnic, cultural, religious, and racial groups. In groups, students will then simulate a radio program that examines the interactions between the various groups involved in the issue. Topics that might be covered include immigration/quota laws, Sacco and Vanzetti trial, Harlem Renaissance writers, race riots, the Scopes trial, the Back to Africa Movement, reactions to Prohibition, the theater, arts, literature, and music. A group could use one or more of the following strategies to present their radio program: news broadcasts, skits, talk shows, or interviews.

2. ***Expectation**: The student will examine the historic role of the United States in world affairs.*

A. **Indicators of Learning**

(1) The student will explain the impact of Washington's Farewell Address, the Monroe Doctrine, and Manifest Destiny on United States foreign policy in the late 19th and early 20th centuries.

(2) The student will examine isolationism as United States foreign policy after World War I and explain how it delayed United States involvement in World War II.

(3) The student will analyze the impact of the policy of containment on United States domestic and international politics since World War II.

(4) The student will analyze the impact of the Korean and Vietnam conflicts on the United States.

(5) The student will examine the role of the United States in international organizations.

B. **Content. To achieve these indicators, appropriate content includes:**

(1) The impact of Washington's Farewell Address on United States foreign policy.

(2) Monroe Doctrine and implications in 19th and 20th centuries, including the Roosevelt Corollary.

(3) Concept of Manifest Destiny in the 19th and 20th centuries.

(4) Spanish-American War: Caribbean and the Pacific (Hawaii/Philippines).

(5) Concept of Isolationism vs. entry into world affairs in the early 20th century: Panama Canal, Dollar Diplomacy, use of Marines, Good Neighbor Policy.

(6) Role of the United States in World War I and World War II.

(7) United States involvement in international defense and development organizations such as the League of Nations, the United Nations and its agencies, and NATO.

(8) Issues of the Cold War and containment.

(9) United States role in world affairs since the breakup of Soviet Union.

C. **Sample Instructional Activity: Evaluating Influence of Treaties and Executive Orders**

After examining United States treaties and executive orders from 1790 to the present, the student will select three treaties or orders that he or she believes have had the greatest influence on United States foreign policies. Criteria for selection will include the political, social, and economic impact of each treaty or executive order. The student will explain his or her choice to a cooperative learning group, and the group will reach a consensus as to the three most significant treaties or executive orders.

32

UNITED STATES HISTORY

GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

1. ***Expectation:*** ***The student will demonstrate an understanding of the relationship of geographic factors on the development of culture and technology in the United States.***

   A. **Indicators of Learning**

      (1) The student will analyze the importance of cultural and physical geographic factors on patterns of movement and settlement of people in the United States in the 19th and 20th centuries.

      (2) The student will relate the location and types of natural resources found in the United States to its development as a world power in the 20th century.

      (3) The student will analyze the changing roles and relationships of different regions of the United States in the 19th and 20th centuries.

      (4) The student will evaluate the importance of different types of transportation and communication networks as factors contributing to the development of the United States.

   B. **Content. To achieve these indicators, appropriate content includes:**

      (1) Influence of physical environment and natural resources on development of the United States.

      (2) Government actions related to settlement and development of regions in the United States.

      (3) Reasons for and consequences of location of railroads, canals, highways, and seaports and the influence on development of regions.

      (4) Patterns of agricultural, industrial, and post-industrial growth.

BEST COPY AVAILABLE

C. **Sample Instructional Activity: Influences of Population Centers and Regions on Development**

The student will select a population center or a region, such as the manufacturing belt, and trace five to ten cultural and physical geographic factors which influenced its development. Using current technology, the student will construct a series of maps to show land use changes over time and predict environmental changes that might take place in the future.

2. ***Expectation: The student will explain the impact of geographical and environmental factors on development of the United States.***

A. **Indicators of Learning**

(1) The student will analyze interactions of people and environment related to westward expansion.

(2) The student will identify the trade-off between environmental quality and economic growth in the 19th and 20th centuries.

(3) The student will explain how the geographic location of the United States has affected its foreign policy.

B. **Content. To achieve these indicators, appropriate content includes:**

(1) Issues of land development and preservation: creation and use of public lands for national parks, agriculture, and industry.

(2) Development and preservation of natural resources.

(3) Environmental reasons for expansion of transportation networks, location of cities, and movement of peoples, goods, and services.

(4) Impact of physical location on United States foreign policy: isolationism, internationalism, hemispheric concerns.

C. **Sample Instructional Activities**

(1) Growth of cattle industry:

The student will create a visual presentation, using appropriate technology, to show the evolution of the cattle industry in the United States as it has been affected by geographic and technological factors.

(2) Isolationism/Internationalism:

The student will select one 20th century event which illustrates United States isolationism and one 20th century event which illustrates United States internationalism. Through use of appropriate historical and geographic technology, the student will explain how geography influenced the formation of United States policy on these events.

UNITED STATES HISTORY

GOAL 4 - ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

1. ***Expectation: The student will demonstrate an understanding of economic principles, institutions, and processes which have provided the foundation for economic development of the United States.***

A. Indicators of learning

(1) The student will analyze the ways in which the allocation of resources has influenced the economic development of the United States in the 19th and 20th centuries.

(2) The student will evaluate the effects of specialization, trade, and interdependence on the well-being of the United States.

(3) The student will examine the development and long-term effects of business, farm, and labor organizations on the United States economy.

(4) The student will trace the relative importance of traditional, command, and market influences on the United States economy in answering basic economic questions of what, how, and for whom.

B. Content. To achieve these indicators, appropriate content includes:

(1) Settlement of the West.

(2) 19th century industrialization.

(3) Trade restrictions and landmark tariff agreements.

(4) Growth of cities and suburbs.

(5) Development of proprietorships, partnerships, and corporations as forms of business organization.

(6) Organized labor.

BEST COPY AVAILABLE

(7) Stock markets, banks, and other financial institutions.

(8) Economic causes and consequences of business cycles in the 19th and 20th centuries.

(9) Economic role of the United States in world affairs in the 20th century.

(10) Economic effects of government programs.

(11) Post-industrial economy: changes in the relative importance of the manufacturing, service, and government sectors; migration; the changing workforce; aging population; and globalization of the economy.

C. **Sample Instructional Activity: 19th Century Industrialists**

The student will select an industrialist from the 19th century and research his/her role in the development of the United States economy. The student will take a position and support it with evidence to make a judgment about the industrialist's contributions to United States economic and social life.

WORLD HISTORY

Introduction/Rationale

The Core Learning Goals for Social Studies include four core learnings from the Maryland School Performance Outcomes for Social Studies: Political Systems, Peoples of the Nation and World, Geography, and Economics. The expectations reflect a blend of the Maryland Social Studies Outcomes (1990) and the National Standards in History (1994), Civics and Government (1994), Geography (1994), Economics (1994), and Social Studies (1994).

The four core learning goal statements—Political Systems, Peoples of the Nation and World, Geography, and Economics—are goals for the entire social studies program, K-12. They are not specific to a particular social studies course or grade-level social studies curriculum. Each social studies course presents a part of the whole goal statement appropriate to its objectives.

The goals, expectations, and indicators take into consideration the importance of civic education which is necessary to be an informed, involved citizen who understands and supports democratic principles, institutions, and processes. The expectations and indicators also focus on the relationship between United States history, politics, and government and world history, politics, and government.

Students should be able to demonstrate an understanding of the fundamental concepts and processes of the social scientist associated with the four Core Learning Goals:

- The concepts of authority, power, and influence provide the mental scaffolding for organizing thinking in political systems, allowing students to determine who holds power, how power is gained, used, and justified, and how authority is created, structured, maintained, and changed;

- Chronology provides the mental scaffolding for organizing historical thought, allowing students to organize knowledge, contributions, and events related to peoples and nations in a meaningful sequence;

- The understanding of the spatial dimensions of human experience allows students to determine where things are, how they are arranged, why they are in particular locations, and how people, places, and the environment relate to each other; and

WORLD HISTORY

- The concept of scarcity provides the mental scaffolding which allows students to analyze economic decisions made by individuals and groups in both the private and public sectors throughout history.

Each of the three courses (Government, United States History, and World History) integrates the concepts and processes associated with these four social science disciplines. Embedded in the social studies expectations and indicators of learning are requirements that students, individually and as part of a group, demonstrate skills found in the Skills for Success document—learning, thinking, communication, technology, and interpersonal skills. Students should demonstrate the ability to use print and nonprint primary and secondary sources to acquire, interpret, and organize information and data. Students should also be able to compare points of view and apply multiple perspectives to negotiate and reach consensus with others as needed to facilitate responsible decision-making, problem-solving, and issues analysis to understand complex ideas and to generate new ideas. Real-world applications constitute an essential component of these skills and processes. As in all areas of study, students in social studies should be able to demonstrate the ability to read, write, and communicate effectively.

The Core Learning Goals, including expectations, indicators, and content, form the core of the curriculum for the required courses in Government, United States History, and World History. For all three courses, it is assumed that local school systems and individual schools will add to indicators and content as they deem appropriate.

WORLD HISTORY

GOAL 1: POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

1. ***Expectation**: The student will analyze various causes historians have identified to account for continuity and changes in political and social order.*

   A. **Indicators of Learning**

   (1) The student will categorize causes of political and social change and explain the consequences for political and social order.

   Content to achieve this indicator includes:

   (a) Decline of feudalism.

   (b) Enlightenment.

   (c) Industrial Revolution.

   (d) Russian Revolution.

   (e) 20th century revolution in China.

   (f) Apartheid in South Africa.

   (2) The student will evaluate the degree to which political institutions promote continuity and stability in a society.

   Content to achieve this indicator includes:

   (a) Development of kingdoms in West Africa.

   (b) Development of nation-states in Europe.

   (c) Constitutional development in 17th century England.

   (d) Dynasties in China.

   (e) Totalitarianism in the Soviet Union and Nazi Germany.

BEST COPY AVAILABLE

(3) The student will explain significant changes that are considered turning points or benchmarks in world history from historical, political, and social perspectives.

Content to achieve this indicator includes:

(a) Reformation.

(b) European exploration and exchange in the Americas and Africa.

(c) French Revolution.

(d) World War I and World War II.

(e) Cold War.

(4) The student will analyze the impact of technology as it contributes to continuity and change in the political and social order.

Content to achieve this indicator includes:

(a) Invention of the printing press.

(b) Introduction of gunpowder.

(c) Factory system.

(d) Nuclear energy and weapons.

B. Sample Instructional Activity: Russian Revolution

The student will study events, personalities, and conditions associated with the 1917 Russian Revolution. From these events, personalities, and conditions, the student will identify philosophic, economic, social, and political causes of the revolution and make a chart comparing causes of the 1917 Russian Revolution to causes of a previously studied revolution or a current revolution.

WORLD HISTORY

GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

1. ***Expectation:*** ***The student will analyze the emergence and diffusion of civilizations and their contributions to the modern world.***

   A. **Indicators of Learning**

      (1) The student will identify and analyze examples of cultural diffusion.

      Content to achieve this indicator includes:

      (a) Spread and influence of Islam.

      (b) Spread and influence of Buddhism.

      (c) Achievements and influence of the Renaissance.

      (d) African Diaspora.

   B. **Sample Instructional Activity: Spread of Islam**

      The student will identify factors that led to the spread of Islam. The student will map the expansion and explain the influence of Islam on indigenous cultures.

2. ***Expectation:*** ***The student will evaluate the causes and effects of regional and global changes that result from nationalism and imperialism.***

   A. **Indicators of Learning**

      (1) The student will describe the motivations of governments to expand their economic, political, and cultural influence into other areas of the world.

BEST COPY AVAILABLE

Content to achieve this indicator includes:

(a) Mercantilism.

(b) Napoleonic Empire.

(c) European imperialism.

(d) Japanese imperialism.

(2) The student will analyze the ways people, nations, and/or regions respond to political, economic, and cultural imperialism.

Content to achieve this indicator includes:

(a) Aztec resistance to Spanish rule.

(b) Rebellion in 19th century China.

(c) African resistance to imperialism.

(d) India under British rule.

(3) The student will explain how political borders resulting from nationalism and imperialism create or resolve conflict between and among nations.

Content to achieve this indicator includes:

(a) Conference of Berlin—1884-85.

(b) Ottoman Empire.

(c) Treaty of Versailles.

B. **Sample Instructional Activity: Impact of 19th Century Partition of Africa**

The student will map the partition of Africa resulting from the 1884-1885 Conference of Berlin. The student will analyze the overlap of national boundaries and indigenous languages and cultures and make predictions about the impact of partition on the future of Africa.

BEST COPY AVAILABLE

3. ***Expectation:*** ***The student will compare the causes and consequences of regional and global conflicts.***

A. **Indicators of Learning**

(1) The student will explain how the consequences of one conflict may sow the seeds of future conflicts.

Content to achieve this indicator includes:

(a) Reaction to Napoleonic Empire.

(b) Opium Wars and European control of China.

(c) Treaty of Versailles and World War II.

(d) British/Arab/Jewish agreements to create Israel.

(2) The student will draw conclusions about how regional differences or similarities in religion, resource allocation, language, political beliefs, or other factors may lead to cooperation, conflict, and/or movements of people.

Content to achieve this indicator includes:

(a) Settlement of South Africa.

(b) Jewish diaspora and holocaust.

(c) Separation of India and Pakistan.

(d) Ghana and Nigeria after independence.

(e) Formation of the United Nations.

(f) Causes of migrations to the United States.

(g) Formation of economic alliances.

B. **Sample Instructional Activity: Consequences of Religious Conflict in India**

The student will analyze how patterns of daily life on the Indian subcontinent have been influenced by religious traditions (Hinduism, Buddhism, and Islam) throughout Indian history. The student will identify the resulting possible points of conflict among the religious groups and trace the attempts to resolve the growing conflicts prior to Indian independence and partition in 1947. The student will then take a position on the partition in 1947 as the most appropriate solution.

WORLD HISTORY

GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

1. ***Expectation: The student will evaluate the interactions of environmental factors and the location and distribution of human activity.***

   A. Indicators of Learning

   (1) The student will analyze the influence of physical geographic factors to include location, climate, and resources as they relate to settlement patterns.

   Content to achieve this indicator includes:

   (a) Location, growth, and development of cities.

   (b) Land use patterns before and after agricultural mechanization.

   (2) The student will analyze the impact of human settlement patterns on the environment.

   Content to achieve this indicator includes:

   (a) Land reclamation.

   (b) Desertification in the Sahara.

   (c) Greenhouse effect.

2. ***Expectation: The student will examine the role of culture in shaping regional and global interactions.***

   A. Indicators of Learning

   (1) The student will analyze the role of social institutions in shaping distinct cultural identities.

BEST COPY AVAILABLE

Content to achieve this indicator includes:

(a) Hinduism in India.

(b) Christianity in Europe.

(c) Communism in the Soviet Union.

(2) The student will examine how culture has been transmitted and diffused.

Content to achieve this indicator includes:

(a) Catholicism in Latin America.

(b) African art and music in the Americas.

(c) Chinese influence in Southeast Asia and Japan.

(3) The student will evaluate the impact of culture on a region.

Content to achieve this indicator includes:

(a) Islam in the Middle East.

(b) European colonization in West Africa.

(c) Confucianism in Asia.

3. ***Expectation**: The student will assess the impact of technology in shaping regional and global cooperation, conflict, and interdependence.*

A. Indicators of Learning

(1) The student will explain the role of transportation and communication in linking world regions.

Content to achieve this indicator includes:

(a) Impact of trade routes.

(b) Development of telecommunications.

(2) The student will assess how technological advances have created and continue to create opportunities for competition, cooperation, conflict, and interdependence.

Content to achieve this indicator includes:

(a) Space exploration.

(b) Emergence of Pacific Rim economic power.

C. **Sample Instructional Activity: Consequences of Exchange of Ideas, Goods, and People Circa 1492**

The student will research European, African, and American societies circa 1492 and use a world map to show the exchange of ideas, goods, and people among the Americas, Europe, and Africa. Using charts and maps, the student will demonstrate the short- and long-term consequences of the exchange of ideas, goods, and people on these three world regions.

WORLD HISTORY

GOAL 4 - ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

1. The student will demonstrate an understanding of the economic principles, institutions, and processes which explain the economic activities within and among societies throughout history.

A. Indicators of Learning

(1) The student will compare the goals and allocation of resources (natural, capital, human) in traditional, market, command, and mixed economic systems.

Content to achieve this indicator includes:

(a) Manorialism.

(b) Mercantilism.

(c) *Laissez-faire* (Adam Smith).

(d) Marxism-command economy.

(e) Mixed economies.

(2) The student will evaluate the effectiveness with which people throughout history have utilized specialization and trade to address economic scarcity and unequal resource allocation.

Content to achieve this indicator includes:

(a) Economic motivations for explorations.

(b) Economic motivations for imperialism.

(c) Slavery and the Triangle Trade.

BEST COPY AVAILABLE

(d) National use of natural, human, and capital resources.

(e) Factors influencing economic development.

B. Sample Instructional Activities

(1) Marxism

The student will explore the concepts of Marxism as a command economy. Using available technology, the student will also gather information and report on how various countries have adopted or attempted to adopt Marxist practices and with what success.

(2) Free enterprise

The student will explore free enterprise (market) economy. Using available technology, the student will also gather information and report on how various countries have adopted or attempted to adopt free enterprise practices and with what success.

RELATIONSHIP OF SOCIAL STUDIES CORE LEARNING GOALS TO SKILLS FOR SUCCESS

Shaded blocks indicate a positive match.

SOCIAL STUDIES EXPECTATIONS		SKILLS FOR SUCCESS EXPECTATIONS																		
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3
GOVERNMENT	1.1						■	■	■		■	■	■					■	■	■
	1.2							■												
	1.3							■	■	■									■	■
	2.1							■							■		■			
	2.2							■				■						■		
	3.1							■							■		■		■	■
	3.2						■	■		■		■					■			
	4.1							■							■		■		■	■
U. S. HISTORY	1.1							■												
	1.2							■											■	
	2.1						■	■		■	■							■		■
	2.2							■						■					■	■
	3.1						■	■								■	■		■	■
	3.2							■	■			■			■	■	■			
	4.1							■	■								■		■	■
WORLD HISTORY	1.1							■				■		■						
	2.1							■										■	■	■
	2.2							■									■			■
	2.3							■	■								■		■	■
	3.1							■		■					■	■	■		■	■
	4.1							■							■	■	■		■	■

BEST COPY AVAILABLE

APPENDIX B

SOCIAL STUDIES CONTENT TEAM
MEMBERSHIP LIST

Dr. Diane Johnson (Co-Chair)
Specialist in Social Studies
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Ms. Barbara Graves (Co-Chair)
Program Supervisor of Social Studies
Charles County Board of Education
P.O. Box D, Radio Station Road
La Plata, MD 20646

Dr. James Adomanis
Resource Teacher, Social Studies & G/T
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Ms. Peggy Altoff
Supervisor of Social Studies
Carroll County Public Schools
55 North Court Street
Westminster, MD 21157

Dr. Sari Bennett
Geography Department
University of Maryland Baltimore County
5401 Wilkens Avenue
Baltimore, MD 21228

Dr. Ralph Carter
University of Maryland Eastern Shore
Backbone Road
Princess Anne, MD 21853

Ms. Lynn Reise Clark
Social Studies Teacher
Frederick High School
650 Carroll Parkway
Frederick, MD 21701

Dr. James Dilisio
Towson State University
York Road
Towson, MD 21204

Ms. Paula Eshleman
Social Studies Teacher
Queen Anne's High School
Centreville, MD 21617

Ms. Carol Jarvis
Council on Economic Education for Maryland
Towson State University
Towson, MD 21204

Mr. Ed Koogle
Supervisor of Social Studies
Washington County Board of Education
P.O. Box 730, 820 Commonwealth Avenue
Hagerstown, MD 21741

Ms. Margaret Marshall
Social Studies Teacher
Maurice J. McDonough High School
Route 2, Box 74Q
Pomfret, MD 20675

Mr. Charles Ridgell
Supervisor of Social Studies
St. Mary's County Public Schools
P.O. Box 641
Leonardtown, MD 20650

Mr. Anthony Sarcone
Social Studies Teacher
Fallston High School
2301 Carrs Mill Road
Fallston, MD 21047

Mr. William Schultheis
Social Studies Department Head
Lake Clifton/Eastern High School
2801 St. Lo Drive
Baltimore, MD 21213

SOCIAL STUDIES CONTENT TEAM
MEMBERSHIP LIST (Cont'd)

Mr. Rex Shepard
Supervisor of Social Studies
Baltimore County Public Schools
6901 North Charles Street
Towson, MD 21204

Ms. Pat Somers
Social Studies Teacher
Washington High School
100902 Old Princess Anne Road
Princess Anne, MD 21853

Ms. Charlotte Stokes
Supervisor of Social Studies
Prince George's County Public Schools
9201 East Hampton Drive
Capitol Heights, MD 20743

Ms. Janet Weller
Social Studies Department Head
Old Mill High School
600 Patriots Lane
Millersville, MD 21108

Mr. Herbert West
Social Studies Teacher
Wilde Lake at River Hill
12101 Clarkesville Pike
Clarkesville, MD 21029

Dr. Richard Wilson
Supervisor of Social Studies
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dr. Ka-che Yip
University of Maryland Baltimore County
5401 Wilkens Avenue
Baltimore, MD 21228